C
L95cH
1913/14

A. M. D. G.

Los Angeles College

1913-1914

225 West Avenue 52

Los Angeles, California

A. M D. G.

LIBRARY
OF THE
UNIVERSITY OF ILLINOIS
14 SEP1914

THIRD ANNUAL CATALOGUE

OF

Los Angeles College

1913-1914

225 West Avenue 52

Los Angeles, California

J F McELHENEY PRINTING COMPANY, LOS ANGELES.

Faculty

REV. WILLIAM J. DEENEY, S. J.,
PRESIDENT.

REV. JOSEPH TOMKIN, S. J.,
VICE-PRESIDENT, TREASURER, PREFECT OF DISCIPLINE,
PROFESSOR OF SPANISH.

REV. JAMES L. TAYLOR, S. J.,
PREFECT OF STUDIES, CHAPLAIN, CHRISTIAN DOCTRINE, SPECIAL.

MR. THOMAS R. MARTIN, S. J.,
PROFESSOR OF FOURTH YEAR HIGH.

MR. WILLIAM G. LE VASSEUR, S. J.,
PROFESSOR OF THIRD YEAR HIGH.

MR. ALBERT I. WHELAN, S. J.,
PROFESSOR OF SECOND YEAR HIGH, DIRECTOR OF MUSIC.

MR. JOSEPH A. SPACEK, S. J.,
PROFESSOR OF FIRST YEAR HIGH, DIV. A.

MR. BERNARD R. HUBBARD, S. J.,
PROFESSOR OF FIRST YEAR HIGH, DIV. B.

STUDENTS 1913-14

Digitized by the Internet Archive
in 2013

http://archive.org/details/catalogueissue191314loyo

Historical Statement

T. VINCENT'S COLLEGE, of which Los Angeles College is the successor, was founded in 1865, by the Fathers of the Congregation of the Mission (Vincentians). The first classes were taught in a building near the Plaza, then the heart of Los Angeles. After facing many discouragements, among them the death of the first president, Father Asmuth, the young institution, through the generosity of the late O. W. Childs, was put in possession of a fine site at the southeast corner of Sixth and Hill Streets, to which it moved in March, 1868.

The College received its charter from the State of California, August 15, 1869. It was thereby empowered to confer degrees, and was granted the privileges of a university.

Under the administration of Very Rev. J. McGill, C. M., and Rev. M. Richardson, C. M., who succeeded him, the college more than kept pace with the growth of the city, until, in 1883, it was found necessary to erect an addition to the original building. But Los Angeles was then on the threshold of its remarkable career of expansion, so the need of a new site became imperative. The old buildings were soon overcrowded. Under the direction of the late Very Rev. A. J. Meyer, C. M., who succeeded to the presidency in 1884, and whose name is still a household word with old-time Californians, the college was removed, in 1887, to a new and commodious building on South Grand Avenue, where it continued to minister to the educational requirements of the Catholic youth of this section.

The lamented death of Father Meyer, in February, 1898, brought to the presidency the Very Rev. J. A. Linn, C. M., who, in turn, was succeeded, in 1901, by Very Rev. Joseph S. Glass, C. M., D. D.

In 1911, the determination of the Superiors of the Congregation of the Mission to withdraw from college work in Los Angeles in favor of the Jesuits, brought about the closing of St. Vincent's College and the consequent opening of Los Angeles College. The territory assigned to the Jesuits was Highland Park, a very healthful locality, but unfortunately far removed from the centres of Catholic population. Here a

half block was purchased, and a combination church and school building immediately started.

School opened on September 11, 1911, with the four classes of High School and an enrollment of 80 students who attended Mass at No. 136 W. Avenue 57, and then proceeded to No. 215 W. Avenue 52, where school was to be conducted until the completion of the new building. On that morning, when the pupils, almost all from St. Vincent's, met their professors for the first time, it was certainly on an equal footing; for not even a solitary chair was to be found in the class rooms to lend solemnity to the occasion. Class went on quietly in these cramped quarters until October 2nd, when, to the great relief of both pupils and teachers, the Holy Angels led them into four spacious new class-rooms.

The spirit and training of the Vincentian Fathers was everywhere apparent in the boys during those trying days; the fervor of their devotion during Mass was a source of consolation to all, and their gentlemanly conduct in their very limited playgrounds (the street) left nothing to be desired.

Owing to their manly behavior and diligent application to studies the first year passed quickly and pleasantly to the end. Numbers increased despite the long distance which became more evident from day to day, and which convinced the Fathers of what they were already aware: that Highland Park was not the place for a Catholic College. Loyalty and devotion to studies grew apace during the second year and made this year as happy and as successful as the first had been.

The opening of the third year showed the inadequacy of the class-rooms: First High had to be divided and Fourth sent back to one of the rooms of pioneer days to await the completion of a new structure. The opening days of November found all the classes amply provided for, and a spare room for special branches. The extra debt, incurred on account of this new building in a location which could not be permanent, is a token of sincere esteem on the part of the Jesuits for the earnestness of the boys and of appreciation for the zeal of their parents in the cause of Catholic Education.

A vivid and ever-present realization of the hardships endured by the

boys to reach the college in time for class spurred on Reverend Father Gleeson, who had been in charge from the beginning, to redoubled efforts to secure for them a college site within reasonable distance of their homes. With the permission of the Right Reverend Bishop Conaty a very desirable ten-acre tract was acquired. Another large sum of money was borrowed and we now, with definite plans, appeal to our friends in Los Angeles, asking their generous assistance in the cause of Catholic education.

The Next Session

WILL BEGIN ON

Monday, September 7, 1914

Examination and Registration

September 1st to 4th, 1914

9 to 11 a. m. 2 to 4 p. m.

Address

JESUIT RESIDENCE

225 W. Avenue 52

Warm lunch can be arranged for at 215 W. Avenue 52

Take any car marked Garvanza or any on Pasadena Avenue and get off at Avenue 52

Board of Trustees

Rev. William J. Deeney, S. J.

Very Rev. Joseph S. Glass, C. M., D. D.

Rev. Stephen J. Depta, C. M.

Rev. Thomas A. Lilley, C. M.

Rev. Joseph Tomkin, S. J.

Hon. Isidore B. Dockweiler, LL. D.

System of Education

THE educational system of Los Angeles College is substantially that of all other Colleges of the Society of Jesus. Those who desire to make either a scientific or historical study of that system have abundant sources of information in "Loyola" of the Great Educational Series, published by Scribner, and "Jesuit Education," published by Herder.

The subjoined brief outline of the underlying principles of the system, the dominant features of its method, and the object aimed at by its teaching, will give a general idea of its purpose.

Education, in its complete sense, is understood by us as the full and harmonious development of the intellectual, moral and physical powers of man. It is not, therefore, mere instruction or the acquisition of knowledge, although instruction and the acquisition of knowledge necessarily accompany any right system of education. But the gaining of knowledge is a secondary, or at any rate, a concomitant, result of education. Learning is an instrument of education, not its end. The end is culture, and mental and moral development.

Hence, such instruments of education, that is, such studies, sciences or languages, are chosen as will effectively further the end proposed. These studies are selected, moreover, only in such numbers as are sufficient and helpful to ensure a gradual and natural development of the student's powers. A student who is to be educated will not be forced, in the short period of his college course, and with his immature faculties, to study a multiplicity of the languages and sciences into which the vast world of modern knowledge has been divided. If two or more sciences, for instance, give similar training to some mental faculty, that one is chosen which combines the most effective training, with the largest and most fundamental knowledge.

The purpose of the mental training given is not proximately to fit the student for some special employment or profession, but to give him such a general, vigorous and rounded development as will enable him to cope successfully even with the unforeseen emergencies of life. While

giving the mind stability, it makes up for the lack of mental elasticity, which is one of the most hopeless and disheartening results of specialism in students who have not brought to their studies the uniform mental training given by a systematic college course. The studies, therefore, are so graded and classified as to be adapted to the mental growth of the student and the scientific unfolding of knowledge; they are so chosen and communicated that the student shall gradually and harmoniously reach, as nearly as may be, that measure of culture of which he is capable.

It is fundamental in the system of the Society of Jesus that different studies have distinct and peculiar educational values. Mathematics, the Natural Sciences, Language and History are complementary instruments of education to which the doctrine of equivalence cannot be applied. The specific training given by one cannot be supplied by another.

Furthermore, Language and History have always been held in esteem as leading factors in education. Mathematics and the Natural Sciences bring the student into contact with the material aspects of nature, and exercise the inductive and deductive powers of reasoning. Language and History effect a higher union; they are manifestations of spirit to spirit, and by their study and for their acquirement the whole mind of man is brought into widest and subtlest play. The acquisition of Language especially calls for delicacy of judgment and fineness of perception, and for a constant, keen and quick use of the reasoning powers. A special importance is attached to the classic tongues of Rome and Greece. As these are languages with a structure and idiom remote from the language of the student, the study of them lays bare before him the laws of thought and logic, and requires attention, reflection, and analysis of the fundamental relations between thought and grammar. In studying them the student is led to the fundamental recesses of language. They exercise him in exactness of conception in grasping the foreign thought, and in delicacy of expression in clothing that thought in the dissimilar garb of the mother-tongue. While recognizing, then, in education the necessity and importance of Mathematics and the Natural Sciences, which unfold the inter-dependence and laws of the world of time and space, the Jesuit system of education has unwaveringly kept Language in a position of honor as an instrument of culture.

Lastly, the system does not share the illusion of those who seem

to imagine that education, understood as an enriching and stimulating of the intellectual faculties, has a morally elevating influence in human life. While conceding the effects of education in energizing and refining imagination, taste, understanding, and powers of observation, we have always held that knowledge and intellectual development of themselves have no moral efficacy. Only religion can purify the heart, and guide and strengthen the will.

The Jesuit system of education, then, aims at developing, side by side, the moral and intellectual faculties of the student, and sending forth to the world men of sound judgment, of acute and rounded intellect, of upright and manly conscience. And since men are not made better citizens by the mere accumulation of knowledge, without a guiding and controlling force, the principal faculties to be developed are the moral faculties. Moreover, morality is to be taught continuously; it must be the vital force animating the whole organic structure of education. It must be the atmosphere the student breathes; it must suffuse with its light all that he reads, illuminate all that is noble, expose what is base, and give to the true and the false their relative light and shade.

In a word, the purpose of Jesuit teaching is to lay a solid substructure in the whole mind and character for any superstructure of science, professional and special; as well as for the upbuilding of moral, civil and religious life.

General Information

Los Angeles College, conducted by the Fathers of the Society of Jesus, is the successor of St. Vincent's College, and plans are at present under way for the transfer of Title and Privileges of that institution.

The College was opened on September 11, 1911, with four years of High School, and provisions are being made for the College course next September.

Day scholars only are admitted.

The College authorities are convinced that without religion there can be no education in the true sense of the word, that is to say, no complete and harmonious development of the intellect and heart of man. They hold, furthermore, that religious truth, being definite and certain, may be taught with as much exactness as language or any other branch. Hence, the study of Christian Doctrine is required daily, and lectures on it are given once a week.

Students of any denomination are admitted, and all are required to show a respectful demeanor during the ordinary exercises of public prayer. Catholic students are required to be present at daily Mass, to approach the Sacraments of Penance and Holy Eucharist every month, and if they have not received the Sacraments of Penance, Confirmation or Holy Eucharist, to prepare for their reception.

In order to foster practical devotion to the Mother of God and to open the rich treasures of grace so essential to an honorable and successful career the Sodality of the Blessed Virgin has been established. This Sodality has always exercised a most beneficial educational influence, spurring the students on to distinguish themselves in their literary pursuits, and to promote all through life by word and example, purity of morals and fidelity in the practice of their religion.

The exercises of the Retreat, affecting man as man in his relations to his Creator, to his parents, to his fellow-man, and to himself, are obligatory for all. The last two exercises, however, pertaining to the practice of specific religion are not of obligation for non-Catholic students.

The efforts of the teachers and prefects will be much facilitated if the co-operation of the parents can be secured.

Parents are, therefore, earnestly requested:

1st. To see that their sons leave home in time to reach the college by 8:30 a. m.; also that they return home from school at a seasonable hour.

2nd. To insist upon daily study at home for at least two hours, and never to allow the time required for study to be wasted on parties, theatres, or moving-picture shows.

3rd. To notify the Vice-President speedily in case their sons are withdrawn, absent or tardy; also if the monthly report fails to reach them.

4th. To attend to notifications sent by the Vice-President in the case of unexplained absence, or imperfect lessons during a considerable length of time.

5th. To require and examine the monthly report, and not to omit inquiry regarding class marks which fall below 70, and conduct and application marks which fall below 80.

Students are expected to be present at 8:30 for Mass. Class hours are from 9:00 to 11:30, and from 12:30 to 3:00. Saturday is the weekly holiday. Other holidays are: All holy days of obligation, the national holidays, Christmas and Easter vacations.

If success is to be attained nothing but strict necessity should interfere with a boy's presence *every day* and the *whole day*. It is, therefore, highly important that all students be present on the day of re-opening, as the regular class work begins at once. Nor is it less so that students remain to the close of school, as there is no promotion at the year-end without examinations. Late-comers and those leaving before the close of the scholastic year, cannot compete for honors, neither can those who return late after the Christmas or Easter vacations.

The casual absentee not only loses the instruction given in class during the hours of his absence, but has his mind distracted with plans and projects not conducive to studies, and is fostering a habit which, in later life, may completely ruin his career in business.

As the institution is not endowed, it is entirely dependent for its support on the fees paid for tuition.

High School Course per month, payable in advance, $5.00.

Scholarships

Many bright boys, desirous of receiving an education, present themselves, but their means do not allow them the gratification of their wish. Hence there are found men with Christian charity in their hearts to found scholarships for such deserving boys. These founders do a good act that Heaven alone can value, and become co-operators with the members of the Society of Jesus who sacrifice all to form upright men and save souls unto eternal happiness.

Scholarships are of two kinds—permanent and annual. A permanent scholarship is provided by a gift of $1250; an annual scholarship by a gift of $50. The founder of a permanent scholarship has a right in perpetuity to keep one of these boys at the College till he has completed his studies.

The Lecouvreur Scholarship was founded by Mrs. Rosanna Lecouvreur.

The Agnes Wilson Gregg Scholarship established by the late Mrs. F. W. Gregg.

The Father Meyer Scholarship in memory of Very Rev. A. J. Meyer, C. M.

The O. W. Childs Scholarship in grateful appreciation of the generosity of the late O. W. Childs towards the College.

The Deming Scholarship, donated by Mrs. Mary Deming of San Francisco, in memory of the late Joseph G. Deming.

The Knights of Columbus, Los Angeles Council No. 621, two scholarships.

Three Scholarships: Donor, Mr. P. J. McDonald.

One Scholarship: Donor, a Friend of Catholic Education.

The title of the College for the purpose of bequests and donations is:

LOS ANGELES COLLEGE.

Daily Order, Rules and Regulations

8:30 a. m.—Holy Mass.
9:00 a. m.—Class.
10:30 a. m.—Recess.
10:45 a. m.—Class.
11:30 a. m.—Noon Recess.
12:30 p. m.—Class.
1:45 p. m.—Recess.
2:00 p. m.—Class.
3:00 p. m.—Dismissal.

Punctuality

Catholic students are expected to be present at Mass every morning at 8:30 a. m., and class begins at 9:00. Should any student reach the college after class has begun, he will not be admitted to the class-room without a note from the Prefect of Discipline.

Recess

No student will be allowed to leave the College premises during the periods of recess; and those who desire a warm lunch at the noon hour should made arrangements at No. 215 W. Avenue 52.

Returning Home after Classes

Students who remain on the grounds for recreation after class, must leave for home at 4:00 p. m. in winter, and at 4:30 in summer. On Fridays and the eves of holidays an extension of one hour is allowed. On leaving the College grounds they must return home directly.

The Scholastic Year

The Scholastic Year consists of one session opening about the beginning of September and closing towards the end of June, when the annual commencement, the conferring of degrees, and the distribution of prizes take place. The session is divided into two terms, the first ending on or about the 1st of February and the second towards the end of June.

Admission

Candidates for admission who are not personally acquainted with some member of the Faculty must present testimonials of a good moral character. If they come from another institution, they must bring satisfactory certificates of their good standing in the institution from which they come. Information about their previous studies is tested by a thorough examination.

No one is admitted unless he is willing and fit to study all the obligatory branches of his class.

New students should be announced before August 1st.

Regularity

It is highly important that all students be present on the day of reopening, as the regular class-work begins at once. Failure to attend the introductory lessons of their classes entails such loss upon the students themselves that even with special assistance they find it difficult to attain the required class standing.

Students are expected to be regular and punctual in their attendance. Without regular attendance and serious application, it is impossible for them to attain the purpose for which they are received in the College.

Students must not be absent from the College except for grave reasons; in which case, as also in case of tardiness, a note of excuse from a parent or guardian is invariably required. Mere absence does not excuse a student from the obligation of preparing his ordinary recitations. Frequent absence or tardiness, except on account of illness, is sufficient cause for permanent dismissal. Exemption from any of the classes or other exercises of the school must be obtained by parents or guardians.

When the withdrawal of students is contemplated, due notice should be given to College authorities.

Marks and Testimonials

Once a week the marks of the students are read privately in the class-room, and once a month publicly before the Faculty and students. These marks are the result of the students' conduct and application, in and out of class; 100 being the maximum. At the close of the month, a student who has received 90 per cent in each of the weekly marks is awarded a First Testimonial; a student who has received between 80 and 90 per cent is given a Second Testimonial. To lend interest to these announcements, as well as to accustom the students to appear in public, the proceedings are varied with declamations, original speeches, and debates, vocal and instrumental music.

100-95=Excellent 94-90=Very good
89-80=Good 79-75=Fair.
74-70=Barely satisfactory

Reports of Class-Standing

Every month reports are sent to parents or guardians informing them of the conduct, class-work and attendance of their sons and wards. These reports should be carefully inspected, and, if not satisfactory, the reasons thereof should be sought and a remedy applied.

Promotions and Examinations

The progress of each student and his standing in class are determined by thorough examinations, which are held at the close of each term, as also by competitions which are given weekly in one or other of the branches. The annual promotions are decided by averaging the competition marks of the entire year with those obtained in the examinations. Seventy per cent in each of the principal branches is required. Those who do not attain this percentage in one or two branches are given a chance to make it in another examination during the three days before the opening in September, as announced in this catalogue. Failing in this, they cannot be promoted with the rest of their class.

Prizes

Prizes and honors are awarded at the Closing Exercises and published in the annual catalogue. There are two classes of prizes given yearly—medals and book premiums. Medals are given for Conduct and Application, Elocution, Christian Doctrine, and general excellence in class work.

The medals for conduct and application are determined by the combined vote of the faculty and students; only those students whose names appear on the Roll of Honor are eligible. The medals for general class excellence are determined by the class marks and competitions of the entire year combined with those of the written examinations.

The following are the four points from which the class medals are determined:

1. For the first term the average application mark in class, combined with the percentage obtained in the weekly competitions.

2. The average percentage obtained in the written examinations held about February 1st.

3. The application mark and percentage of competitions attained in the second term.

4. The percentage of the written examinations in June. Each point counts one-quarter.

Late comers and those who do not take all the prescribed branches cannot compete for honors. This rule applies as well to those who remain at home beyond the time allowed for Christmas vacations, as to those who do not report promptly after the regular summer vacations.

Special Help

As the professors are interested in the students' progress they feel glad to give special help and attention if anything is not sufficiently understood during the lessons.

Home-Study and Daily Lessons

All the endeavors of the Officers and Faculty will fail to insure success unless the students prepare with diligence and constancy their exercises and recitations to be given in class. Parents, therefore, are respectfully urged to see that their sons devote *at least two hours every day* to the study of these lessons; and to notify the Prefect of Studies or Vice-President if this private study be neglected. Students who come unprepared to recite, or without having their written exercises ready, are looked upon as morally absent, and, like absentees, they must bring satisfactory written excuses from their parents to the Prefect of Studies to avoid censure.

Visits of parents and mutual information about the students' work and progress are highly welcome.

Discipline

The regulations of the College are calculated to secure the order necessary for the effectual pursuit of studies, to develop and strengthen character, and to promote gentlemanly deportment and good manners. They are enforced with paternal gentleness, combined with energy and firmness. It is only when motives of honor and conscience fail, that punishment is resorted to.

Bad conduct in or outside the College, insubordination, continued inapplication to studies, or irregularity in attendance, are causes of dismissal.

The moral and religious training of the scholars being the most important part of education, the pupils are required to be present at Mass every day, to make the annual retreat, and to receive the Sacraments at least once a month.

Politeness

The College expects from all its students the manners and deportment of gentlemen, and endeavors to procure the practice of perfect decorum at all times within

FOOTBALL SQUAD

its precincts. All must be clean and neat in their appearance, polite to their companions and reverential to their superiors. No conduct unbecoming a gentleman will be tolerated. For conduct outside it does not hold itself responsible. In justice to itself, however, it must take cognizance of any serious misconduct of its students, though committed without its walls. Such misbehavior may, of course, be punished by expulsion.

If any damage is done by any student, he will promptly report and have it repaired.

Physical Training

While attending to the mental development of the student and safeguarding his moral character, the College authorities have not overlooked the importance of physical training. Besides the gymnasium the student is provided with hand-ball, basket-ball and tennis courts. These with frequent class games on the indoor diamond, while affording ample healthy exercise, do not interfere with progress in studied, but rather provide a sound body for a sound mind.

Requirements for Admission

All applicants for admission must give satisfactory evidence of good moral character.

Candidates for admission to the First Year of High School must show a certificate or give required proof of having passed the Eighth Grade of a good elementary school; or must pass satisfactorily an examination in English Arithmetic, Geography and History as follows:

English—1. Reading, 1. Spelling, 3. Grammar, i. e., Parts of speech, cases, tenses, voice, etc., classification and analysis of sentences, parsing; 4. Composition: a short letter or narrative to test the applicant's ability in grammatical English.

Arithmetic—Fractions, common and decimal; denominate numbers; measurements; percentage, including commission; stocks and bonds; simple and compound interest; discount; rates and proportions; square and cube roots.

History—Principal epochs and events of the history of the United States; some knowledge of the chief actors in these events; causes and results of great movements and wars.

Geography—General outlines; United States geography in particular.

Candidates for admission into the other High School classes, must either show certificate of having passed the lower class or classes, or must pass an examination.

Students from Jesuit Colleges elsewhere would do well to have a note from the Prefect of Studies in the college they left; they can thus continue from the point where they left off; the Jesuit course of studies is essentially the same everywhere.

Weekly Schedule

First and Second High		*Third and Fourth High*	
Religion	2 periods	Religion	2 periods
Latin	8 "	Latin	6 "
English	4 "	Greek	4 "
Mathematics	5 "	English	4 "
History	2 "	Mathematics	4 "
Various	4 "	History	2 "
		Various	3 "

The periods assigned to various subjects will be devoted to the branches which the college authorities find most useful, according to the needs of the students.

Home Work and Class Competitions

The student who does not give at least two hours daily to home study, will not be able to keep up with his class.

The written home-work is to be done neatly in ink, in copy books, and brought in punctually. The loss of marks for negligence of home work is considerable.

In First and Second High, there is written home-work, daily in Latin, once a week in Mathematics and a written composition in English to be handed in every Monday.

There is a written competition held in the classroom, in Latin, twice a month, in Mathematics once a month; in the other subjects in turn, and as much as possible monthly.

In Third and Fourth High, there is written home work in Latin twice a week, in Greek and Mathematics once a week, and the weekly English composition to be handed in on Monday. There is a written competition in class each month in Mathematics, Latin and Greek, and in the other subjects as much as possible monthly.

Course of Studies

The Faculty of Los Angeles College, in accordance with the convictions of the best educators, and the practice of Catholic colleges in general and of some eminent universities, do not consider the preparatory education complete which ends with the secondary school. The course of studies adopted in the Collegiate Department is directed to strengthen and to broaden the foundation for professional studies which has been laid in the High School Department. The Collegiate course is the one known as the college course of liberal arts, which, including a course of mental philosophy, leads to the degree of Bachelor of Arts.

It was found impossible to continue the full college courses given at St. Vincent's College, but provisions are being made for the opening of the college classes in September.

The instruction given in the High School Department of the Los Angeles College, besides being a preparation for college, aims at imparting an education such as is usually given in the best High Schools and Academies. It comprises four classes, corresponding to the four years classical course of approved High Schools.

As it is one of the main ends of education to develop in the youthful mind the habit of clear and accurate thinking, much attention is given, the first year or two, to the analysis and synthesis of sentences, and in general, to the study of grammatical rules and principles. This is all the more insisted upon because a thorough knowledge of Etymology and Syntax is the only sound basis for the more advanced work of reading and literary interpretation. For the same reasons, authors are studied with much care and minuteness, with a view to thoroughness rather than to extensive reading in the Latin and Greek authors. A little well thought out is more effective towards true education than a great deal that is ill-digested and imperfectly understood.

Much more stress is laid on the subject of Latin composition than is usual in High Schools, for the reason that the value of the study of Latin, as an educational instrument, rests in no small measure on the work of composition. The reading of Latin, as it is usually practiced, requires comparatively little mental effort; but translation from English into Latin

forces thought and reflection. There is scarcely an intellectual process which the young student has to go through that requires more reflection and alertness of mind, a more concentrated attention and a clearer insight into the precise meaning of language than the task of "reproducing in an ancient tongue the thoughts and sentences of modern speech." If Latin deserves to be retained as an instrument of training, Latin composition deserves to be studied well.

In Mathematics and other studies, the programme here set down follows the usual division of subjects in approved High School courses. The course in English is particularly thorough and complete. Gradual and harmonious development on a systematic basis has ever been the aim in the selection and gradation of all these studies.

First Year High

In this class the study of Latin is begun, the object of the class being to familiarize the student with Latin Etymology. Accurate memory work and daily drill, both oral and written, are employed to secure familiarity with the Latin forms. Habits of close observation, of persevering study and of logical method are inculcated. Thus the student becomes conscious of the progress made and acquires confidence in himself. A review of English grammar runs parallel with the study of Latin. This affords an opportunity for illustration and comparison and renders the special English work of the year intelligible and interesting. Efforts are made to develop imagination and the literary sense by the methodic study and imitation of selections from Irving. A booklet has been specially prepared for this purpose. The prescribed studies of this year are:

Christian Doctrine

The Baltimore catechism reviewed with simple explanations.
Dr. Schuster's Bible History: Old Testament.

Latin

PRECEPTS: (Both Terms). Etymology of nouns, adjectives, pronouns and adverbs, the regular verb, deponent verbs; the Julian calendar. Fundamental rules of syntax.

AUTHOR: (Second Term). Short adapted selections from Cæsar.

COMPOSITION: (Both Terms). Daily theme, translation from English into Latin.

MEMORY: Practice words from Yenni's Grammar.

English

PRECEPTS: English Grammar reviewed; structure of sentences; synonyms; correct use of words.

TEXTS FOR STUDY: Selections from Irving; Dickens' Christmas Stories; Goldsmith's Deserted Village; Whittier's Snowbound.

COMPOSITION: Sentence-building; reproduction of descriptions and narrations. Ryan's studies in Irving.

MEMORY: Selections from authors read in class.

Mathematics

(First Term). Algebra—from the beginning to Common Factors and Multiples, Cc. I.—VII.

(Second Term). Algebra—Common Factors to Simultaneous Equations, Cc. VII.—XI. Wentworth's Elementary Algebra. Arithmatic reviewed in First Year High.

History

Grecian History (complete). Roman History to the Battle of Actium. Fredet.

Elementary Science

(Both Terms). Tarr's New Physical Geography.

Elocution

Oral instruction and practice.

Second Year

During the second year the case constructions of Latin are studied by precepts and practice. Skill in parsing, readiness in the analysis and construction of sentences, are aimed at together with facility of expression in translation and in the simpler forms of composition. In English, diligent comparison with Latin constructions leads to intelligent discussion of English Syntax, and of the more lengthy and complex English sentences, periodic and otherwise. Hence, particular attention is given to the study and acquisition of the rhetorical qualities of sentences—unity, coherence, etc. Greek is begun. The prescribed studies of this year are:

Christian Doctrine

Kinkead's Explanation of the Baltimore Catechism, pp. 1—150.
Dr. Schuster's Bible History: New Testament.

Latin

PRECEPTS: (First Term). First year matter reviewed, including exceptions; irregular verbs; fundamental rules of syntax. Yenni's Latin Grammar.

(Second Term). Etymology and syntax continued.

AUTHORS: (First Term). Nepos' Lives; Cicero's Selected Letters.

(Second Term). Phædrus' Fables; Cicero's Selected Letters.

COMPOSITION: (Both Terms). Exercises based on syntax and authors.

MEMORY: (Both Terms). Important verbs with their principal parts; passages from authors seen in class.

Greek

PRECEPTS: (Both Terms). Declension of nouns and adjectives; the regular verb. Yenni's Greek Grammar.

AUTHOR: Translation into English of simple exercises in Grammar.

COMPOSITION: Exercises based on principles of Grammar.

MEMORY: Six or eight words daily.

English

PRECEPTS: The period; development and imitation of periods; the paragraph; analysis and imitation of paragraphs. Donnelly's Imitation and Analysis.

TEXTS FOR STUDY: Scott's Lady of the Lake; Longfellow's Evangeline; Macaulay's Lays of Ancient Rome; Hawthorne's Tales.

COMPOSITION: Simple narration and description; occasional practice in letter-writing.

MEMORY: From the authors read in class.

Mathematics

(First Term). Algebra—Simultaneous Equations to Imaginary Numbers. Elementary Algebra, Wentworth, Cc. XI.—XIX.

(Second Term). Algebra—Quadratic Equations to end. Cc. XX—XXIX.

History

The Christian Era to end of the Crusades. Fredet.

Elementary Science

(Both Terms). Coleman's Physiology.

Elocution

Oral instruction and practice.

Third Year

The object of this class is to pursue the work begun in the preceding years and to complete the study of grammar, at least in outline. Daily drill and frequent written exercises in Latin and Greek familiarize the pupil with the forms, structure and idioms of these languages. In English, on the other hand the aim is to cultivate a sense of discrimination in the choice of words, purity of phrase and idiom, vividness of expression, grasp of structure in the more lengthy themes of a narrative and descriptive character. The prescribed studies of this year are:

Christian Doctrine

Kinkead's Explanation of the Baltimore Catechism, p. 124 to end.

Latin

PRECEPTS: (First Term). Review of syntax of nouns, adjectives and pronouns.
(Second Term). Syntax of verbs.
AUTHOR: (First Term). Cæsar, de Bello Gallico.
(Second Term). Cicero, de Senectute; Selections from Ovid.
COMPOSITION: (Both Terms). Exercises based on authors read.
MEMORY: Word lists from grammar and authors.

Greek

PRECEPTS: (First Term). Review of declensions and the regular verb; contract verbs.
(Second Term). Verb continued—verbs in "*mi*"; syntax.
AUTHOR: (Both Terms). Xenophon's Anabasis.
COMPOSITION: (Both Terms). Exercises based on Anabasis.

English

PRECEPTS: Use of words, figures, properties of style. Coppens—Introduction to English Rhetoric. Jenkins—English Literature.
TEXTS FOR STUDY: Macaulay's Essays; Lamb's Essays; Newman. The Second Spring; Tennyson's Poems; Matthew Arnold, Sohrab and Rustum.
COMPOSITION: Narration, Description, Simple Verse.
MEMORY: From the authors read in class.

Mathematics

(First Term). Geometry, Bks. I., II.
(Second Term). Geometry, Bk. III., IV., V., Wentworth.

History

From the end of the Crusades to the present day.
Fredet's Modern History.
Oral instruction and practice.

Fourth Year

The fourth year is devoted to a formal and systematic review of the entire field of grammar. Comparative grammar is made a special feature; the study of Latin and that of Greek go hand in hand; idiom is balanced against idiom; construction compared or contrasted with construction. It is only by thus repeating and dwelling on syntactical principles, by comparing and contrasting them, that the student will become familiar with the highly complex structure of the classic languages and begin to feel something of their real genius. In the matter of translation from Latin and Greek into the vernacular, what is called "literal translation," that is, the rendering of Latin into uncouth and awkward English, is absolutely not tolerated.

In English, the student is further trained in the various species of prose composition, narration etc., dialogue and letter writing. Considerable attention is given this year to the theory and practice of verse writing, both as an accomplishment in itself and as an aid to the acquisition of an easy, graceful style in prose. The prescribed studies of this year are:

Christian Doctrine

Faith of Our Fathers, Cardinal Gibbons.

Latin

PRECEPTS: (First Term). Complete review of Latin syntax. Particles.
(Second Term). Prosody, word order, sentence structure, style.
AUTHOR: (First Term). Cicero's Selected Orations.
(Second Term). Virgil's Aeneid.
COMPOSITION: (Both Terms). Exercises based on Cicero. Continued discourse.
MEMORY: Selected passages from authors read.

Greek

PRECEPTS: (First Term). Review of the verb and Greek syntax. (Second Term). Syntax completed. Homeric dialect.

AUTHOR: (First Term). Xenophon's Anabasis; St. John Chrysostom, In Eutropium.

(Second Term). Homer's Iliad, Bk. I., or Odyssey, Bk. I.

COMPOSITION: Exercises in Greek prose.

English

PRECEPTS: Essay writing. Argumentation. Versification. Coppens—English Rhetoric. Jenkins—English Literature.

TEXTS FOR STUDY: Macaulay's Essays; Newman's Prose Selections; Burke's Conciliation with the Colonies; Wordsworth's Selected Poems; Shakespeare's Macbeth, or Merchant of Venice.

COMPOSITION: Narration; Description; Short Debates; Verse.

MEMORY: Passages from the authors read in class.

Mathematics

(First Term). Geometry, Bks. VI., VII., VIII., Wentworth's Revised Plane and Solid Geometry.

(Second Term). Plane Trigonometry, Wentworth. Instruction in the theory and use of logarithms is given in connection with this course.

History

American History and American Government—Ashley.

Science

(Both Terms). Elementary Physics—Millikan & Gale.

Elocution

Oral instruction and practice.

College Organizations

Alumni

The object of this society is to strengthen and perpetuate college friendship; to preserve in the former students of St. Vincent's College a warm regard for her and a lively memory of her maternal care, and of the substantial benefits she has bestowed; to cherish and advance her interests, to maintain her honor and sustain her reputation by the manly and honorable conduct of the members hereof; to encourage the spread of science; to cultivate virtue, and to enjoy at stated times reunions at the College and elsewhere.

At a general meeting held at St. Vincent's, on June 19th, 1912, the Alumni body was formally received by the Los Angeles College.

At the annual Banquet and meeting held on June 10, 1914, an election of officers took place with the following results:

OFFICERS

Honorary President—Very Rev. Joseph S. Glass, C. M., D. D.
President—Isidore B. Dockweiler, A. M., LL. D.
Vice-President—Edwin F. Schallert, A. M.
Secretary—W. Christy Walsh, B. S.
Treasurer—Louis J. Canepa.

EXECUTIVE COMMITTEE

Rev. William J. Deeney, S. J.,
A. W. Francisco,
William J. Daze, B. S.,
Henry G. Bodkin, B. S.,
Dr. Claire W. Murphy, A. M.,
J. Edward Hannon, A. M.,
William M. Humphreys, A. M.,
Daniel F. McGarry, A. B.,
Francis P. Jenal, A. M., M. S., LL. B.

Sodality of the Blessed Virgin Mary

Title: The Annunciation.
Patron: St. Aloysius Gonzaga, S. J.

The Sodality was established and affiliated to the First Sodality in Rome on April 11, 1913. Its object is to promote in its members a special and filial devotion to the Immaculate Mother of God, to imitate her virtues, to encourage, both by word and example, an eminent purity of morals and a manly fidelity to the practice of our religion.

Rev. James L. Taylor, S. J., Director.

OFFICERS

J. F. Moroney, Prefect
D. E. Daze, First Assistant — J. F. Dockweiler, Second Assistant
L. A. Elder, Secretary — O. W. Delany, Treasurer

Sacristans
W. E. Donnelly — J. L. McLaughlin

J. G. Clemens, A. P. Steffes — Consultors — J. S. Hall, L. A. Madigan

League of the Sacred Heart

The object of this Association is to foster in the students an earnest religious spirit; particularly a deep and tender love towards our Lord in the Sacrament of His love, and a consequent reparation. For this end the First Friday Communion is zealously encouraged.

Rev. Joseph Tomkin, S. J., Director.

Promoters.

J. F. Moroney, V. F. Lawler, J. H. O'Neill, H. J. Donohue, J. A. Donnelly, J. S. Hall, L. A. Madigan, R. P. Morrison, J. F. Connolly, A. J. Delaney, J. J. Rennolds.

The sincere thanks of the members and director of the League are due to Mrs. J. W. Aicher for defraying the expenses of the First Friday breakfasts. Also to Miss Comer, Mrs. O'Donnell and Miss McLaughlin for many favors.

Library

The object of the Students' Library is to foster a taste for good and useful reading. Though at present our books are few in number, they are carefully selected with a view to the needs of the college students, and will, through the generosity of many friends, soon reach a goodly number.

Joseph A. Spacek, S. J., Director.

College Glee Club

This club was organized towards the end of April, 1912, to lend solemnity to our May and June devotions, and attraction to our literary exercises.

Director—Albert I. Whelan, S. J.

SENIOR BASEBALL CLUB

Los Angeles College Athletic Association
(L. A. C. A.)

This Association consists of a Board of Student Officers, a member of the Faculty who acts as Moderator, and those of the students who desire to be members. The purpose of the Association is to provide suitable and enjoyable means of exercise for the students. A rigorous supervision is exercised on the part of the Faculty Moderator, and only those students are eligible for active membership who stand well in matters of study and discipline. Thus athletics, far from being a hindrance to academic progress, fulfill their proper function in affording the needed relaxation, and make for a moral as well as a physical up-building of the student.

William G. Le Vasseur, S. J., Moderator.
Lewis Elder, President.
Frank Moroney, Secretary-Treasurer.
David Daze, Property-man.

Frank Keenan, John O'Sullivan, Howard Meade — Consultors — Vincent Hickson, Jere Clemens, Ralph Schaffer

The Moderator and members are deeply grateful to the President and authorities of the Occidental College for the use of their campus and for many other favors; also to Mr. Bernard Masterson for coaching the football team.

Junior Yard Association
(J. Y. A.)

Joseph A. Spacek, S. J., Moderator.
Bernard Herlihy, President.
Stanley Hall, Secretary-Treasurer.
Paul Kopp, Charles Klinkhammer, Property-men.

Victor Rechtsteiner, Edward Dolan, Lewis Polk — Consultors — Arthur Delaney, William Treanor, Edward Tynan

Both Associations render heartfelt thanks to Mr. H. H. Eling, of Spalding Brothers, for numerous favors.

Principal Events of the Scholastic Year

1913

September 2-5—Examination and registration.
" 8—Opening of School. First Term begins.
" 9—Admission Day. Holiday.
" 12—Holiday for 100 students in actual attendance.
" 16—Reorganization of Athletic Associations.
" 18—Mass of the Holy Ghost. P. M. Free.
" 22—Fourth High to Hadden House. First High divided.
" 26—Reorganization of the Apostleship of Prayer.

October 1—Reorganization of the Sodality.
" 2—Confessions.
" 3—First Friday. General Communion of members of the Apostleship of Prayer. Testimonials for month of September.
" 13—Columbus Day. Holiday.
" 31—New Building completed.

November 6—Confessions.
" 7—First Friday. General Communion of members of the Apostleship of Prayer. Testimonials for month of October.
" 24—Father Serra Anniversary. Holiday.
" 27—Thanksgiving Day. Holiday.

December 2-3-4—Annual Retreat for the students under the direction of Rev. Wm. J. Deeney, S. J.
" 5—First Friday. Solemn Closing of Retreat. General Communion. Reception of Promoters. Testimonials for month of November. Holiday.
" 8—Feast of the Immaculate Conception. Holy Day.
" 15—Christmas Vacations begin.
" 29—Classes resumed.
" 31—Confessions.

1914.

January 1—Holy Day.
" 2—First Friday. General Communion of members of the Apostleship of Prayer.
" 5—Term repetitions begin.
" 27-30—Mid-year Examinations.

February 2—Term holiday.
" 3—Second Term begins.
" 5—Confessions.
" 6—First Friday. General Communion of members of the Apostleship of Prayer. Testimonials for month of January.
" 23—Washington's Birthday (transferred). Holiday.

March 5—Confessions.
" 6—First Friday. General Communion of members of the Apostleship of Prayer. Testimonials for month of February.
" 17—St. Patrick's Day. Holiday.
" 19—Rev. Father Rector appointed Provincial. Rev. Father Deeney appointed Rector.
" 24—Confessions.
" 25—Sodality Day. General Communion.

April 2—Confessions.
" 3—First Friday. General Communion of members of the Apostleship of Prayer. Testimonials for month of March.
" 8—Easter recess begins at noon.
" 14—Rev. Father Provincial's Holiday.
" 15—Classes resumed.
" 30—Confessions.

May 1—First Friday. General Communion of members of the Apostleship of Prayer. Testimonials for month of April.
" 21—Ascension Day. Holy Day.
" 22—Field Day.

June 4—Confessions.
" 5—First Friday. General Communion of members of the Apostleshop of Prayer. Primary Elocution Contest. Testimonials for month of May.
" 10—Meeting of St. Vincent's Alumni Association. Election of Officers.
" 12—Written Examinations begin.
" 18—Public Elocution Contest. Testimonials for month of June.
" 19—Third Annual Commencement. Feast of the Sacred Heart. General Communion. Reading of Roll of Honor. Distribution of medals and premiums.

Field Day

OF THE

Senior and Junior Yard Associations

Friday, May 22, 1914.

EVENTS

Tennis Tournament
Handball Tournament
50 yard dash
100 yard dash
Running broad jump
Running high jump
Baseball throw
Football throw
Football drop-kick
Three-legged race
Sack race
Inter-association baseball game.
Inter-class relay race

OFFICERS

Bernard Masterson
Ferdinand Mieding
Oliver Delany
John Schwamm
Ormonde Butler
Frank Moroney

Los Angeles College

Prize Contest in Elocution

College Building

Thursday, June 18, 1914

10 a. m.

Programme

Bernardo del Carpio.....Henry J. Matson
The Leper.....Richard P. Morrison
Ben Hur's Chariot Race.....John F. Dockweiler
The Confession.....Theodore M. Moroney
Wolsey's Soliloquy.....Neil V. Smith
Bernardo del Carpio.....Thomas J. Byron
Evangeline.....James B. Comer

Musical Interludes

Song—"Soldier's Farewell" (Kinkle).....College Glee Club
Violin Duet—"Flower Song" (Lang).....
.....G. F. Wismer, E. J. Wilson
Song—"Good Evening, Good Night" (Brahms).....
.....College Glee Club
Accompanist, Charles M. Deering.

Judges

Professor Charles C. Conroy
Mr. Francis P. Jenal
Mr. Patrick J. McGarry
Mr. J. Vincent Hannon
Mr. Alpheus W. Redman

The order of the speakers in the contest has been decided by lot. The Father Meyer Memorial Medal and the Premium will be awarded, according to the Judges' decision, at the Commencement Exercises to-morrow, 10:30 a. m.

Los Angeles College

Third Annual Commencement

College Building

Friday, June 19, 1914

10:30 a. m.

Programme

Song—"Pale in the Amber West" (Parks)..College Glee Club

Conferring of High School Certificates.....
.....Very Rev. Joseph S. Glass, C.M., D.D.

GERALD A. BROPHY — OLIVER W. DELANY
WALTER J. CLUNE — JOHN F. DOCKWEILER
DAVID E. DAZE — JOSEPH F. MISNER
J. FRANCIS MORONEY

Violin Duet—"Praum der Sennerin".....
.....G. F. Wismer, E. J. Wilson

Award of Medals and Premiums.

Roll of Honor.

Address.....Very Rev. Joseph S. Glass, C.M., D.D.

Song—"Good Evening, Good Night".....College Glee Club
Accompanist, Charles M. Deering.

St. Vincent's College Degrees

Amestoy, Joseph P., B.S., '98.
Andreas, Vincent B., B.S., '06.
Barnard, George W., B.S., '08.
Barnhill, William A., B.S., '99, M.S., '02.
Bastanchury, Gaston A., B.S., '03, M.S., '07.
Bell, Francis A., B.S., '98.
Benoit, Raoul A., A.M., '11.*
Bergin, Leo P., B.S., '02.
Bodkin, Henry Grattan, B.S., '06.
Boland, Thomas C., B.S., '09.†
Boyce, Jesse L., B.S., '03.
Brannen, Murray S., B.S., '08.
Callahan, Edward L., A.B., '08.
Casey, Walter T., B.S., '10.
Conroy, Charles C. (F.R.A.S.), B.S., '98, M.S., '03, A.B., '05, A.M., '07, Sc.D., '11.*
Couts, Cave J., B.S., '11.
Cox, John Joseph, A.B., '10.
Crowley, Rev. D. O., LL.D., '11.*
Daze, William J., B.S., '11.
Derkum, Adam C., B.S., '97, A.B., '00, M.S., '04.
Dillon, Dr. Edward T., B.S., '97, M.S., '99.
Dillon, Richard J., A.B., '93, A.M., '97.
Dockweiler, Isidore B., A.B., '87, A.M., '89, LL.M., '05,* LL.D., '11.*
Dockweiler, J. Henry, A.M., '11.*
Dunnigan, Henry L., A.B., '92, A.M., '94.
Forthmann, John Albert, B.S., '03.
Ganahl, Emil C., A.B., '91.
Garvey, Richard, Jr., B.S., '06.
Gaspar, Charles W., B.S., '03.
Graf, Ernest J., B.S., '01.
Guercio, August J., A.B., '06.
Ham, Kenneth M., A.B., '08, A.M., '11.
Hanlon, Dr. Edward M., A.M., '11.*
Hanlon, William J., B.S., '99, A.B., '00, A.M., '03.
Hannon, J. Edward, A.M., '11.*
Harnett, Rt. Rev. Mgr. Patrick, V. G., LL.D., '05.
Hayes, James P., B.S., '01, A.B., '02.
Hogan, James P., B.S., '04, M.S., '05.

Holleran, Walter M., B.S., '09, M.S., '11.
Horton, Claude W., B.S., '03.†
Hughes, Gideon J., B.S., '02.
Hugo, Mathias, A.B., '98, A.M., '01.
Humphreys, William M., A.M., '11.*
Jenal, Edward L., A.B., '02.
Jenal, Francis P., B.S., '02, M.S., '08.
Kays, James Walter, B.S., '02.
Kenealy, James F., A.B., '92, A.M., '94.
Kerfoot, Arthur L., B.S., '10.
Kerr, Philip J., B.S., '00.
Lamm, Arthur A., B.S., '04.
Leary, John P., A.B., '10.
Le Doux, George A., A.B., '99, A.M., '01.
Le Sage, Henry A., B.S., '04.
Lindley, Angus R., B.S., '00, M.S., '02.
Lindley, Dr. Walter, LL.D., '05.*
Lockwood, Raymond E., B.S., '11.
McConville, Lee Bernard, A.B., '10.
McCurdy, J. Edward, B.S., '06.
McDonald, Edward A., B.S., '06.
McGarry, Daniel F., A.B., '92.
McGarry, Dr. John A., A.B., '93, A.M., '95.
McGarry, Michael J., A. M., '11.*
McGarry, Patrick J., A.B., '96, A.M., '98.
Mandis, C. Urban, B.S., '99.
Manile, Peter C., B.S., '00, A.B., '01.
Meighan, James V., B.S., '08.
Mesmer, Louis J., B.S., '97, M.S., '99.
Mieding, William J., A.B., '09, A.M., '11.
Moriarty, Edward L., B.S., '02, A.B., '03.
Moriarty, Maurice V., B.S., '02, A.B., '03, A.M., '04.
Mott, John G., A.M., '11.*
Mounier, Thomas A., B.S., '06.
Murphy, Dr. Claire W., A.M., '11.*
O'Connor, John H., B.S., '03, A.B., '04.
O'Neil, Louis B., B.S., '10.
Phelps, John V., B.S., '06.
Phelps, W. Bemis, B.S., '03.
Quinn, William L., A.B., '04, A.M., '05.
Reardon, Frederick L., A.B., '97, A.M., '99.†
Reardon, Rev. James A., B.S., '98.
Reynolds, Thomas S., B.S., '09.
Rosecrans, Leo M., A.B., '08, A.M., '11.
Rosecrans, William S., A.B., '08, A.M., '11.
Ryan, Joseph A., A.B., '11.

Sabichi, George C., B.S., '99, M.S., '01.
Schallert, Edwin F., A.B., '08, A.M., '11.
Sharp, J. Edward, B.S., '04.
Shaver, Francis J., B.S., '02, M.S., '03.
Stanton, T. Elwood, B.S., '98, A.B., '99, A.M., '02.
Snedden, David S., A.B., '90, A.M., '92.
Stewart, Emery R., B.S., '06.
Swensen, A. Frederick, B.S., '11.
Talty, Andrew F., B.S., '06.
Tays, James A., B.S., '04, M.S., '05.
Thorpe, A. Roane, A.B., '92, A.M., '94.
Walsh, W. Christy, B.S., '11.
Whelan, William F., B.S., '04.
White, Rodney D., B.S., '00.
White, William S., B.S., '02, M.S., '07.
Winne, Rev. Marshall F., C. M., A. B., '07, A. M., '11.
Workman, William H., Jr., A.B., A.M., '94.

---

*Honoris Causa.
†Deceased.

Award of Honors

Students who do not take all the prescribed branches, or who did not attend college on the first day of full classes or who failed to return promptly after vacations are excluded from interclass and class honors.

The medals for Conduct and Application, for Elocution and for Christian Doctrine are not awarded more than once to the same student in the same division.

THE GOLD MEDAL for Good Conduct and Application to Study is awarded by the combined vote of Faculty and students. The student is chosen whose influence and good example, both in class and out of class, has been most conducive to good order, close application and a right spirit in the college games. **In the Senior Division** it was awarded to

J. FRANCIS MORONEY

Donor: Mrs. Eugene S. Ives.
Premium: Oliver W. Delany.

THE GOLD MEDAL for Good Conduct and Application to Study, Junior Division, was awarded to

J. STANLEY HALL

Donor: Mr. Eugene O. McLaughlin.
Premium: Charles F. Klinkhammer.

THE GOLD MEDAL for Christian Doctrine is offered to competitors of the High School department whose average in the mid-year examination and weekly competitions has been 85 per cent or upwards, in this branch. A maximum of 40 points is allowed for perfection in an essay on a subject assigned, while the other 60 points are determined from the June examination in Christian Doctrine. The subject, assigned a month before the day of competing, was: "Why I am a Catholic." It was awarded to

J. FRANCIS MORONEY

Donor: The Rt. Rev. Thomas J. Conaty, D.D.
PREMIUM: Adam P. Steffes.

DISTINGUISHED:

WALTER J. CLUNE	J. STANLEY HALL
DAVID E. DAZE	LEO I. AGGELER

THE GOLD MEDAL for Elocution was awarded by the decision of five judges chosen outside of the College Faculty and eminently qualified, and was awarded to

THEODORE M. MORONEY

Donor: Mr. Richard Dillon, in memory of Very Rev. A. J. Meyer, C.M.
Premium: John F. Dockweiler.
Next in Merit: Henry J. Matson.

JUNIOR BASEBALL CLUB

MIDGET BASEBALL CLUB

THE GOLD MEDAL for General Excellence in Fourth Year High was awarded to

DAVID E. DAZE

Donor: Mrs. W. M. Tipton, in memory of her sister, Mrs. Carrie Stevens-Walter.
Premium: J. Francis Moroney.

THE GOLD MEDAL for General Excellence in Third Year High was awarded to

J. STANLEY HALL

Donor: Miss Crimmins, in memory of John Crimmins.
Premium: William E. Donnelly.
DISTINGUISHED: THOMAS C. IVES, ALBERT F. DONTENVILLE.

THE GOLD MEDAL for General Excellence in Second Year High was awarded to

ADAM P. STEFFES

Donor: Hon. Isidore B. Dockweiler, in memory of Henry Dockweiler.
Premium: John H. O'Neill.
DISTINGUISHED: VINCENT C. HICKSON, ELMER D. FLYNN.

THE GOLD MEDAL for General Excellence in First Year High, Division A, was awarded to

JOHN E. MULVIHILL

Donor: Mrs. G. Allan Hancock and Miss Marie Mullen, in memory of Mr. Arthur B. Mullen.
Premium: Charles E. Klinkhammer.

DISTINGUISHED:
ARTHUR J. DELANEY EDWARD H. TYNAN
PAUL A. KILROY

THE GOLD MEDAL for General Excellence in First Year High, Division B, was awarded to

LEO I. AGGELER

Donor: Mr. P. J. McDonald.
Premium: Raymond J. Sullivan.

DISTINGUISHED:
ANTONIO E. BERTERO JAMES B. COMER
JOHN W. CRAFT A. JAMES DONNELLY

Premiums

The book premiums given for excellence in the different branches are determined from the competitions of the entire year, the application as reported every month, and the written examinations. An examination has the value of three competitions.

A distinction in any branch requires 90 per cent credits; and a student who has not won the medal or premium for General Excellence or a premium in any branch, is entitled to a premium on five distinctions. The winner of the class medal and the winner of the premium for General Excellence may take premiums in the branches.

Fourth Year High

CHRISTIAN DOCTRINE: J. Francis Moroney.

DISTINGUISHED: DAVID E. DAZE

LATIN: J. Francis Moroney.

DISTINGUISHED: DAVID E. DAZE

GREEK: David E. Daze.

DISTINGUISHED: J. FRANCIS MORONEY

ENGLISH: J. Francis Moroney.

DISTINGUISHED: DAVID E. DAZE

MATHEMATICS: David E. Daze.

DISTINGUISHED:

JOSEPH F. MISNER — WALTER J. CLUNE
JOHN F. DOCKWEILER — J. FRANCIS MORONEY

PHYSICS: David E. Daze.

DISTINGUISHED: J. FRANCIS MORONEY, WALTER J. CLUNE

HISTORY AND CIVICS: David E. Daze.

DISTINGUISHED:

J. FRANCIS MORONEY — WALTER J. CLUNE
JOSEPH F. MISNER — JOHN F. DOCKWEILER

Third Year High

CHRISTIAN DOCTRINE: J. Stanley Hall.

DISTINGUISHED: JAMES F. KEITHLY

LATIN: J. Stanley Hall.

DISTINGUISHED:

WILLIAM E. DONNELLY — THOMAS E. IVES
ALBERT F. DONTENVILLE — FRED H. BUCKLEY
JOHN A. CRONIN — LEWIS A. ELDER
JOHN T. HICKSON

GREEK: William E. Donnelly.

DISTINGUISHED:

J. STANLEY HALL — JAMES F. KEITHLY
THOMAS E. IVES — ALBERT F. DONTENVILLE
JOHN F. HICKSON

ENGLISH: J. Stanley Hall.

DISTINGUISHED:

WILLIAM E. DONNELLY — ALBERT F. DONTENVILLE
JAMES F. KEITHLY — FRANK J. KEENAN
THOMAS E. IVES

MATHEMATICS: William E. Donnelly.

DISTINGUISHED:

THOMAS E. IVES — JAMES F. KEITHLY
J. STANLEY HALL — ALBERT F. DONTENVILLE

HISTORY: William E. Donnelly.

DISTINGUISHED:

J. STANLEY HALL	JAMES F. KEITHLY
THOMAS E. IVES	ALBERT F. DONTENVILLE
LEWIS A. ELDER	

PREMIUM FOR FIVE DISTINCTIONS:

ALBERT F. DONTENVILLE THOMAS E IVES

Second Year High

CHRISTIAN DOCTRINE: Bernard L. Herlihy.

DISTINGUISHED:

JEREMIAH G. CLEMENS	THEODORE M. MORONEY
VINCENT C. HICKSON	ADAM P. STEFFES
THOMAS J. SAUNDERS	ELMER D. FLYNN
EDWARD J. DOLAN	JOHN H. O'NEILL
LAWRENCE J. WAGGAMAN	

LATIN: Adam P. Steffes.

DISTINGUISHED:

ELMER D. FLYNN	VINCENT C. HICKSON
THEODORE M. MORONEY	JOHN H. O'NEILL

GREEK: Adam P. Steffes.

DISTINGUISHED:

LOUIS J. CLARKE	EDWARD J. DOLAN
ELMER D. FLYNN	VINCENT C. HICKSON
THEODORE M. MORONEY	LAWRENCE J. WAGGAMAN

ENGLISH: Adam P. Steffes.

DISTINGUISHED:

ELMER D. FLYNN	BERNARD L. HERLIHY
VINCENT C. HICKSON	THEODORE M. MORONEY
JOHN H. O'NEILL	THOMAS J. SAUNDERS
LAWRENCE J. WAGGAMAN	

MATHEMATICS: Adam P. Steffes.

DISTINGUISHED:

LOUIS J. CLARKE	ELMER D. FLYNN
VINCENT C. HICKSON	THEODORE M. MORONEY
JOHN H. O'NEILL	

HISTORY: Bernard L. Herlihy.

DISTINGUISHED:

JOHN H. AICHER	JEREMIAH G. CLEMENS
EDWARD J. DOLAN	VINCENT C. HICKSON
JOHN H. O'NEILL	THOMAS J. SAUNDERS
ADAM P. STEFFES	LAWRENCE J. WAGGAMAN

ELEMENTARY SCIENCE: Adam P. Steffes.

DISTINGUISHED:

BERNARD L. HERLIHY	JOHN H. O'NEILL
THOMAS J. SAUNDERS	LAWRENCE J. WAGGAMAN

PREMIUM FOR FIVE DISTINCTIONS:

ELMER D. FLYNN — VINCENT C. HICKSON
THEODORE M. MORONEY — LAWRENCE J. WAGGAMAN

First Year High
Division A

CHRISTIAN DOCTRINE: Charles F. Klinkhammer.

DISTINGUISHED:

EDWARD H. TYNAN — JOHN E. MULVIHILL
PAUL A. KILROY — DONALD F. McLAUGHLIN
SIDNEY J. WALSH — HILLIARD I. POLK
LAWRENCE J. DEVLIN — DANIEL J. O'REILLY

LATIN: Edward H. Tynan.

DISTINGUISHED:

JOHN E. MULVIHILL — ARTHUR J. DELANEY
PAUL A. KILROY — CHARLES F. KLINKHAMMER
LEWIS B. POLK — JOHN F. CONNOLLY
JAMES F. KELLY

ENGLISH: John E. Mulvihill.

DISTINGUISHED:

EDWARD H. TYNAN — CHARLES F. KLINKHAMMER
ARTHUR J. DELANEY — JOHN F. CONNOLLY
PAUL A. KILROY — STEPHEN J. GNASH
JAMES F. KELLY

MATHEMATICS: Edward H. Tynan.

DISTINGUISHED:

ARTHUR J. DELANEY — JOHN E. MULVIHILL
PAUL A. KILROY — CHARLES F. KLINKHAMMER
JOHN F. CONNOLLY — LEWIS B. POLK
LAWRENCE J. DEVLIN

HISTORY: Arthur J. Delaney.

DISTINGUISHED:

JOHN E. MULVIHILL — JOHN F. CONNOLLY
LAWRENCE J. DEVLIN — CHARLES F. KLINKHAMMER
EDWARD H. TYNAN — PAUL A. KILROY
HILLIARD I. POLK

ELEMENTARY SCIENCE: Arthur J. Delaney.

DISTINGUISHED:

JOHN E. MULVIHILL — CHARLES F. KLINKHAMMER
HILLIARD I. POLK — LAWRENCE J. DEVLIN
STEPHEN J. GNASH — JOHN F. CONNOLLY
DANIEL J. O'REILLY

PREMIUM FOR FIVE DISTINCTIONS:

PAUL A. KILROY — JOHN F. CONNOLLY

First Year High

Division B

CHRISTIAN DOCTRINE: Leo. I. Aggeler.

DISTINGUISHED:

ANTONIO E. BERTERO — JAMES B. COMER
CHARLES F. DEERING — A. JAMES DONNELLY
RICHARD J. HOLAHAN — HENRY J. MATSON
GEORGE A. PEVERLEY — JAMES J. RENNOLDS
RAYMOND J. SULLIVAN

LATIN: Leo I. Aggeler.

DISTINGUISHED:

ANTONIO E BERTERO — JAMES B. COMER
JOHN W. CRAFT — A. JAMES DONNELLY
DUTTON F. O'BRIEN — JAMES J. RENNOLDS
RAYMOND J. SULLIVAN

ENGLISH: Leo I. Aggeler.

DISTINGUISHED:

ANTONIO E. BERTERO — JAMES B. COMER
JOHN W. CRAFT — A. JAMES DONNELLY
HENRY J. MATSON — CHARLES F. DEERING
DUTTON F. O'BRIEN — RAYMOND J. SULLIVAN

MATHEMATICS: Leo I. Aggeler.

DISTINGUISHED:

ANTONIO E. BERTERO — JAMES B. COMER
JOHN W. CRAFT — CHARLES F. DEERING
EUGENE E. DOREE — RICHARD J. HOLAHAN
DUTTON F. O'BRIEN — GEORGE A. PEVERLEY
RAYMOND J. SULLIVAN

HISTORY: Raymond J. Sullivan.

DISTINGUISHED:

LEO I. AGGELER — ANTONIO E. BERTERO
JAMES B. COMER — JOHN W. CRAFT
A. JAMES DONNELLY

ELEMENTARY SCIENCE: Raymond J. Sullivan.

DISTINGUISHED:

LEO I. AGGELER — ANTONIO E. BERTERO
JAMES B. COMER — JOHN W. CRAFT
A. JAMES DONNELLY — JOSEPH L. GAFFNEY
QUIMU J. LUMMIS — HENRY J. MATSON
EARL J. WILSON

PREMIUM FOR FIVE DISTINCTIONS:

JOHN W. CRAFT — ANTONIO E. BERTERO
JAMES B. COMER — A. JAMES DONNELLY

Roll of Honor

These students deserve Honorable Mention for their Excellent Deportment and Diligent Application to Study during the entire year. They received a First Testimonial every month, never fell below 90 per cent. in their weekly marks for conduct and application, or if they lost a mark, it was more than redeemed afterwards:

Aggeler, Leo I.
Bertero, Antonio E.
Brophy, Gerald A.
Clarke, Louis J.
Clune, Walter J.
Connolly, John F.
Daze, David E.
Deering, Charles M.
Delaney, Arthur J.
Delany, Oliver W.
Dockweiler, John F.
Dolan, Edward J.
Dolan, James E.
Donnelly, A. James
Dorée, Eugene E.
Emme, Paul J.
Gaffney, Joseph L.
Gnash, Stephen J.
Hall, J. Stanley,
Herlihy, Bernard C.
Hickson, John T.
Keithly, James F.
Kelly, James J.
Kilroy, Paul A.
Klinkhammer, Charles F.
Koppe, Edgar J.
Lummis, Quimu J.
McLaughlin, Joseph L.
Madigan, Leo A.
Malone, Lorenzo M.
Matson, Henry J.
Moroney, J. Francis
Moroney, Theodore M.
Mulvihill, John E.
Nick, Cyril A.
O'Brien, Dutton F.
O'Neill, John H.
O'Reilly, Daniel J.
Peverley, George A.
Pierce, Albert J.
Pierce, Leo A.
Polk, Hilliard I.
Polk, Lewis B.
Rennolds, James J.
Saunders, Thomas J.
Steffes, Adam P.
Sullivan, Raymond J.
Tynan, Edward H.

Roll of Students

Ackles, John S. - - - - - - - - First High
Aggeler, Leo I. - - - - - - - - First High
Aicher, John W. - - - - - - - Second High

Babbitt, Charles M. - - - - - - - Second High
Babbitt, George G. - - - - - - - Second High
Babbitt, Paul J. - - - - - - - - Second High
Bertero, Antonio E. - - - - - - First High
Botiller, James J. - - - - - - - - Second High
Brophy, Gerald A. - - - - - - - Fourth High
Brown, James W. - - - - - - - Second High
Buckley, Fred H. - - - - - - - Third High
Butler, Collins J. - - - - - - - - Third High
Byron, Thomas J. - - - - - - - Third High

Callanan, George M. - - - - - - Third High
Clark, Edwin P. - - - - - - - Second High
Clarke, Louis J. - - - - - - - - Second High
Clemens, Jeremiah G. - - - - - - Second High
Clemens, Thomas B. - - - - - - Fourth High
Clune, Walter J. - - - - - - - - Fourth High
Colling, Henry B. - - - - - - - First High
Comer, James B. - - - - - - - First High
Connolly, John F. - - - - - - - First High
Connors, Earl A. - - - - - - - Third High
Craft, John W. - - - - - - - - First High
Crede, Frank C. - - - - - - - First High
Cronin, John A. - - - - - - - - Third High

Daze, David E. - - - - - - - Fourth High
Deering, Charles M. - - - - - - - First High
Delaney, Arthur J. - - - - - - - First High
Delany, Oliver W. - - - - - - - Fourth High
Devin, Donald J. - - - - - - - First High
Devlin, Lawrence J. - - - - - - - First High

Dockweiler, George A. - - - - - First High
Dockweiler, John F. - - - - - - - Fourth High
Dolan, Edward J. - - - - - - - Second High
Dolan, James E. - - - - - - - - First High
Donnelly, A. James - - - - - - First High
Donnelly, William E. - - - - - - Third High
Donohue, Howard J. - - - - - - Second High
Dontenville, Albert F. - - - - - - Third High
Dorée, Eugene E. - - - - - - - First High
Dunne, Francis C. - - - - - - - Second High
Dunphy, Bernard A. - - - - - - First High

Elder, Lewis A. - - - - - - - - Third High
Emme, Paul J. - - - - - - - - First High

Flynn, Elmer D. - - - - - - - - Second High
Fowler, Paul R. - - - - - - - First High
Frayne, Thomas E. - - - - - - - First High

Gaffney, Joseph L. - - - - - - - First High
Gibson, Justin F. - - - - - - - - Third High
Gnash, Stephen J. - - - - - - - First High
Gross, Aubrey P. - - - - - - - First High

Hall, J. Stanley - - - - - - - - Third High
Hannon, Jeremiah V. - - - - - - First High
Hasencamp, Oscar W. - - - - - - First High
Hawkins, Richard H. - - - - - - First High
Herlihy, Bernard C. - - - - - - Second High
Heutschy, Victor J. - - - - - - - Third High
Hickson, John T. - - - - - - - Third High
Hickson, Vincent C. - - - - - - - Second High
Hillman, Clarence D. - - - - - - First High
Holahan, Richard J. - - - - - - - First High

Ives, Thomas E. - - - - - - - - Third High

Keenan, Edward J. - - - - - - - First High
Keenan, Frank J. - - - - - - - Third High
Keithly, James F. - - - - - - - - Third High

Kelly, James J. - - - - - - - - First High
Keogh, Thomas J. - - - - - - First High
Kilroy, Paul A. - - - - - - - First High
Kleinpeter, Edward J. - - - - - First High
Klinkhammer, Charles F. - - - - - First High
Koch, William G. - - - - - - - Second High
Kopp, Paul V. - - - - - - - - Second High
Koppe, Edgar J. - - - - - - - - Second High

Lawler, Victor F. - - - - - - - Third High
Lawrence, Charles - - - - - - - Second High
Lawrence, Edward - - - - - - - Second High
Lummis, Quimu J. - - - - - - - First High

McCarthy, James F. - - - - - - Second High
McLaughlin, Donald F. - - - - - - First High
McLaughlin, Joseph L. - - - - - Second High
McMahon, William J. - - - - - - First High
McNeil, Andrew I. - - - - - - - Second High
Madigan, Leo A. - - - - - - - - Third High
Mahoney, Frank V. - - - - - - Second High
Malone, Lorenzo M. - - - - - - - First High
Mannatt, Louis E. - - - - - - - First High
Matson, Henry J. - - - - - - - First High
Meade, Howard A. - - - - - - Third High
Misner, Joseph F. - - - - - - - Fourth High
Moroney, J. Francis - - - - - - Fourth High
Moroney, Theodore M. - - - - - - Second High
Morrison, Richard P. - - - - - - Second High
Mulholland, Thomas W. - - - - - Third High
Mulvihill, John E. - - - - - - - First High

Nick, Cyril A. - - - - - - - - First High
Niemeyer, Atalus J. - - - - - - Third High

O'Brien, Dutton F. - - - - - - - First High
O'Neill, John H. - - - - - - - Second High
O'Reilly, Daniel J. - - - - - - - First High
O'Sullivan, John A. - - - - - - Third High

Peverley, George A. - - - - - - - First High
Pierce, Albert J. - - - - - - - - First High
Pierce, Leo A. - - - - - - - - - Second High
Polk, Hilliard I. - - - - - - - - First High
Polk, Lewis B. - - - - - - - - - First High

Rechtsteiner, Victor M. - - - - - - Second High
Rennolds, James J. - - - - - - - First High

Saunders, Thomas J. - - - - - - Second High
Schaffer, George - - - - - - - - First High
Schaffer, Ralph J. - - - - - - - Third High
Smith, Neil V. - - - - - - - - - Second High
Steffes, Adam P. - - - - - - - - Second High
Sullivan, Raymond J. - - - - - - First High

Treanor, William F. - - - - - - - First High
Tynan, Edward H. - - - - - - - - First High

Villasenor, Joseph E. - - - - - - First High
Viole, Lawrence D. - - - - - - - Third High

Waggaman, Lawrence J. - - - - - Second High
Walsh, Sidney J. - - - - - - - - First High
Whipple, Louis A. - - - - - - - - Second High
Wilson, Earl J. - - - - - - - - - First High
Wismer, Gregory F. - - - - - - Third High

Acknowledgments

The Los Angeles College wishes to express its grateful thanks to its kind benefactors:

To

Very Rev. Joseph S. Glass, C. M., D. D., for zealous and continued work in our behalf.

Hon. Isidore B. Dockweiler for legal services.

Dr. A. J. Forget for professional services.

Messrs. Montgomery and Jenal for legal services.

Dr. James Holleran for professional services.

Mr. P. J. McGarry for various services.

The Ladies' Altar Society, St. Ignatius Parish.

Prof. C. C. Conroy, Mr. A. W. Redman, Mrs. Ponet, Mrs. Meta Smith, Mrs. Morrissy, Mrs. H. C. Gordon, Mrs. Welch, Mrs. Emeline Childs, Agnes E. Merrick, Mr. and Mrs. T. W. Moore.

The donors of scholarships, published on another page.

The donors of medals and premiums.

Needs

Though the progress of the Los Angeles College during the three years of its existence has been successful beyond our expectations, yet its further development, consistent with the requirements of Catholic education in our city of rapid growth and wonderful expansion, must necessarily be retarded by the fact that it is not an endowed institution and that it is carrying a heavy debt. Its maintenance depends on the tuition fees of the students, and on such donations as the generosity of its benefactors may prompt them to offer. Its professors serve without salary or any compensation beyond the necessary living expenses, and we therefore appeal with the more confidence to those who have the interests of Catholic Education at heart.

Our special needs are:

1° Means to pay for new property and to erect buildings thereon.

2° The founding of free scholarships for deserving students.

3° Funds to equip a Physical and Chemical Laboratory.

4° Donations for Students' Library.

INDEX

Faculty 2
Historical Statement 3
Board of Trustees 6
System of Education 7
General Information 10
Scholarships 12
Daily Order, Rules and Regulations 13
Requirements for Admission 18
Weekly Schedule 19
Home Work and Class Competitions 19
Course of Studies 20
College Organizations 27
Principal Events of the Scholastic Year 30
Field Day of the Senior and Junior Yard Associations 32
Prize Contest in Elocution 33
Annual Commencement 34
St. Vincent's College Degrees 35
Award of Honors 38
Roll of Honor 44
Roll of Students 45
Acknowledgements 49
Needs 49

3 0112 105812553